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of the legs is at present far from complete. Sexual maturity is deferred until the growth of the legs is nearer completion. But for a time the legs must outgrow the trunk, so to speak. Expenses threaten to exceed income. There must be a readjustment and increase of trunk length to meet the new demands. . . . Between eight and thirteen inclusive in the boy, and a little earlier in the girl, there is a time when the growth of the legs has disturbed the economy of the growth of the body. The disturbance is usually not great enough to affect life. The death rate continues to decline. But it produces a temporary weakness, and a tendency to various disorders. Hence morbidity rises until increase of girths and of trunk length, at fourteen and sixteen in the boy, restores the proper balance." Or, "If, as we have reason to believe, the forearm centers in the brain are developing rapidly about eight, those of the fingers probable (?) mature a year or two later. The development of the centers of thought and will must wait for the completion of the lower and essential portions" (pp. 153, 154, 155).

One feels in reading the book that the author is so completely in bondage to the recapitulation idea, significant though it may be, as to be unable to fairly face present problems and evaluate present difficulties. To give but a single instance of the way this prepossession limits the discussion quite artificially, little is said of the eye, and nothing is given of recent scientific conclusions regarding the physiological maturing of that organ, and yet it has most important bearings upon current school practice.

The work contains an extensive classified bibliography, tables, and an index.

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*First Book in Latin.* By ALEXANDER JAMES INGLIS AND VIRGIL PRETTYMAN.  
New York: Macmillan, 1907. Pp. 301. \$1.00.

To the teacher who feels the need of numerous exercises for Latin conversation in the beginners' book, this *First Book in Latin* will strongly appeal. At the end of each of its sixty-five lessons are several questions in Latin, the answers to which are usually to be found in the connected Latin of the lesson. This connected Latin will attract another body of teachers, for it gives in all except the first ten lessons a simplified form of the Belgian War (Caesar, ii, 1-15) and of the Helvetian War (Caesar, i, 1-29). The remaining features of the book are quite similar to the average first-year book. Each lesson has a paradigm or rule, a vocabulary of about ten words, about six lines of detached Latin sentences, the same amount of connected Latin, and ten lines of English sentences, besides the conversation at the end. The sixty-five lessons are preceded by an introductory lesson on pronunciation. They are followed by the appendix of forms, the appendix of rules, the two vocabularies, and the index. One cannot commend too highly the completeness and helpfulness of the English vocabulary and of the index. The Latin vocabulary of 650 words, mostly from Caesar, is admirably selected.

The connected Latin sentences mentioned above occupy a central place in the plan of the book. One of their purposes is to serve as an interesting and attractive approach to Caesar. They are simple and interesting, and may be valuable if they do not dull the pupil's interest in the narrative of the Gallic

War itself by taking away its newness. The connected sentences are also intended to take the place of the supplementary reading usually found in such books. In this regard they are a success. Another of their purposes is, as stated by the authors, to provide "review work in construction, thus making it possible to devote the detached Latin sentences exclusively to the topic of the particular lesson." In this regard they seem to be a partial failure. These exercises, although intended to give review, do not in a strict sense do so. Only one exercise out of every three furnishes a single example of the principle explained in the lesson immediately preceding. By thus neglecting this first and best opportunity for reviewing, they furnish only a haphazard review, not a systematic, thorough one. The six lines of detached Latin sentences in each lesson, and the conversation exercises make no pretence of providing review and the English exercises often furnish only one sentence dealing with the preceding lesson. Thus through the failure of the connected Latin to provide for proper review there is no thorough review in the book.

The book, then, is composed of sixty-five units, each fairly strong and accurate in itself, but not welded together into an effective whole. Among minor points worthy of commendation may be noted the following: the union of third declension *i*-stem and mixed-stem words under the name *i*-stems; the simple rule for the ablative of comparison, requiring no footnote to explain it; the presence of a complete paradigm of *filius*, that arch enemy of the young linguist; the careful distinction between the adjective and substantive meanings of the pronouns; lastly, the absence of puzzle sentences.

The red cover with its gilt lettering, and the text with its wide spacing between words, challenge attention without offending the eye. As pictures are lacking, the map of Gaul is the sole example of the engraver's art. There are almost no typographical errors. A careful search has revealed only two, both trivial; the omission of an interrogation point at the foot of p. 264 and the occurrence of the number 207 in place of the more direct 212 near the foot of p. 295.

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*Helps to the Reading of Classical Latin Poetry.* By LEON J. RICHARDSON.  
Boston: Ginn & Co., 1907. Pp. 66. \$0.50.

"The Latin student, already grounded in simple prose and now approaching the poets, should hear Latin poetry read in large masses by a reader competent to give fair enunciation and expression; and then, while the sounds are still ringing in his ears, he should read for himself." Toward reaching this goal a book can do no more than give assistance, and that is all that is attempted in this one. The first twenty-one pages contain a discussion of rhythm as it appears in poetry, its nature, the means it employs, its relation to meter and to the expression of thought. The illustrations are here almost entirely English, which is sufficient to make the author's meaning clear, but it leaves the reader an unnecessary distance away from the *viva voce* reading of Latin poetry itself. Abundant Latin illustrations should also have been given.

The last part of the book deals with the various details of scansion—syllables, feet, cola, etc., somewhat more fully than the grammars, and often